

FOREWORD

“St Paul’s Collegiate School is an independent school committed to providing education of the highest quality.

It is from our underlying commitment to this goal that we will achieve our other goals, which include the full development of our students.

We are dedicated to encouraging our students as individuals to strive to reach their potential, prepare for the challenges of life, and play a constructive part in the world at large.”

Statement of Intent

St Paul’s operates on the philosophy that students should follow a balanced, general education, at least until the end of Year 11. We also believe that students should place an emphasis on both specific career pathways and obtaining a strong educational base.

It is also important that students select a course that is within their capabilities as changing subjects during the course of the year is disruptive to the learning process.

When considering their course selection for next year, students should:

- consider their strengths and interests in the various areas of study
- look at the teaching approach in each of the courses and consider whether they suit that style of teaching and learning
- establish the tertiary requirements for the possible careers that they might be considering
- follow a course of study that keeps as many career choice options open as possible
- seek advice from Housemasters, Subject Teachers, Career Planning Leader or Assistant Principal.

Every effort has been made to keep this booklet accurate. Please note that if there is insufficient demand for a subject, it might not be offered in 2010. In addition, timetabling constraints may result in some subject combinations not being available. For these reasons, the proposed subject and courses document, which comes with this booklet, is provisional only.

At this stage, there may be some amendments to achievement standards because of the external NZQA review process. The amended standards will be published later in the year. This might result in some variation to the assessments that are published in this guide. This should not impact on students’ choice of subjects.

It is important that parents and students keep to the timing set down in the procedure printed on page 3. Late returns may mean that students will not be able to be accommodated in their first choice of course.

It is essential that time and energy are invested in the course selection process to ensure that students have a course that is challenging, enriching and within their capabilities.

We look forward to assisting students make these important decisions.

J A Oehley
Assistant Principal

Dr J McGrath
Director of Teaching and Learning

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Procedure for Course and Subject Selection for 2010

- Step 1. Provisional courses for 2010 discussed with Housemasters, Subject Teachers and the Career Planning Leader.
- Step 2. Discussion of courses for 2010 with parents during latter part of term three.
- Step 3. Courses submitted to Assistant Principal by **Friday 11th September 2009**, to enable final planning for 2010.
- Step 4. Courses reviewed with Housemaster and Career Planning Leader during first half of Term 4, 2009.
- Step 5. Course Confirmation Slip sent to parents at the end of year with comments from the School.
- Step 6. Any alterations caused by external assessment results, a late change to subjects offered or altered career plans, to be notified to Assistant Principal by 14 January 2010.
- Step 7. Course changes in Term 1, 2010 finalised by **Friday 12th February, 2010**.
No changes in course permitted after this date.

Course and Subject Guidelines

General Points

1. How the Curriculum is organised at St Paul's

The curriculum at St Paul's is based on the principle that all students should follow a path of broad and balanced general education, which keeps their options open until at least the end of Year 11.

After that, in Years 12 and 13, students have the opportunity to continue a broad and balanced education or to follow increasingly specialised courses if they have planned specific career paths.

2. What to keep in mind when choosing Year 11, 12 and 13 subjects

The choice of optional subjects for Years 11, 12 and 13 must be made very carefully. You should select courses that allow you to gain entry to the University/Institute of Technology programme which best fits your career direction(s) and personal profile established by career planning.

The following areas should also be considered:

Interests and Abilities

You should work to your strengths and talents. Taking subjects you like and are good at, needs to be balanced against taking subjects you require (and may not like or be good at) to make sure you gain entry to the course(s) you most want to get into at University or Institute of Technology. Check for required/recommended subjects on the Kiwi Careers database (www.kiwicareers.govt.nz).

Essential Skills

Your course should include a range of subjects which give you the opportunity to develop the Essential Skills defined by the New Zealand Curriculum Framework, which are:

Communication, Numeracy, Information and Problem-solving Skills, Self-Management and Competitive Skills, Social and Co-operative Skills, Physical Skills, Work and Study Skills.

Preparing for Life

You should consider elements of your course which will help you to prepare to live successfully in society - how to live and work with others, to manage your everyday life, how to occupy your leisure time and to appreciate the arts and music, among others.

Career Planning

Once you have set one or more initial career directions and picked your courses, you will need to check out the possible careers in those directions. Talk with an Old Collegian in the field, or someone your family knows. Spend a day working alongside someone in that occupation or email the organisations listed on the Kiwi Careers database.

Keep your options open. Be flexible. Specialise only when you have set clear career directions and goals.

YEAR 12

Compulsory subjects: English / Mathematics (Strongly Recommended)

CONSIDERING CAREERS

Agriculture / farming
Building Science / architecture
Commerce
Communications
Design / Media / Art
Engineering
Health Science
Hospitality / Tourism
Law
Sports Science / Coaching
Science
Veterinary Science

SUBJECTS RECOMMENDED

General Science / Biology / Geography
Physics / Graphics / Art / Technology
Accounting / Economics
Media or History or Classics
Art / Design / Graphics / photography
Chemistry / Physics / Technology
Biology / Chemistry / Physics
Tourism
English / History or Geography
Physical Education / Biology
Science / Chemistry / Physics/ Biology
Biology / Chemistry / Physics

YEAR 13

Strongly recommend English enriched subjects: Classics, Geography, History and Media,

CONSIDERING CAREERS

Agriculture / farming
Building Science / Architecture
Commerce
Communications
Computer Science
Design
Electronics / Aviation
Engineering
Health Science
Education
Law
Science
Mathematics
Sports Science / Coaching
Veterinary Science

SUBJECTS STRONGLY RECOMMENDED

General Science / Biology / Geography
Physics / Graphics / Art / Technology / Calculus
Accounting / Economics / Statistics
Media or History or Classics
Computer / Physics
Art / Design / Photography
Electronics / Physics
Chemistry / Physics / Calculus / English
Biology / Chemistry / Physics / Physical
English / History or Geography
Science / Chemistry/ Physics/ Biology/
Physical Education / Biology
Biology / Chemistry / Physics / Statistics

3. Who to talk to for information and advice

It is important that students and parents gather as much information and advice as possible when choosing subjects for the senior school. This may be available from sources outside the school.

Inside school, please do not hesitate to consult any of the following people:

For general educational and curriculum advice -

- Housemasters
- Subject teachers and Heads of Department
- The Career Planning Leader - Mr Henley-Smith
- The Assistant Principal - Mr Oehley
- The Deputy Headmaster - Mr Luman

For advice about individual learning needs -

- The Head of the Learning Resource Department - Mr Tharratt

- The International Students' Co-ordinator - Mrs Smith

For career planning -

- The Career Planning Leader - Mr Henley-Smith

Parents are welcome to come to School to discuss together with the Career Planning Leader and their son or daughter, any matter concerning career planning and subject choice.

Something to remember

Avoid choosing subjects just for ease of gaining credits or for teacher preference (by choosing a subject a student may not be timetabled for a particular teacher) or because a friend is taking that subject.

YEAR 12

The sheet ***Proposed Subjects and Courses for 2010***, indicates which subjects will be available provisionally at St Paul's in 2010, and gives brief instructions on how to make a choice.

Cambridge International Examinations (CIE)

In response to ongoing interest from a number of our families and as a result of very positive student and teacher feedback from the English and Mathematics CIE courses taught at Year 11 in 2009, St Paul's has made the decision to provide the choice of Mathematics, English and History AS Level courses in 2010.

Note that students will not be disadvantaged by taking some Cambridge subjects within their NCEA Level 2 course. All students will be carefully monitored to ensure that their educational opportunities are maximised.

GRADE	IGCSE MARKS
A	90 - 100
B	70 - 79
C	60 - 69
D	50 - 59
E	40 - 49
U	less than 40

Keep in mind the following points:

- Most students in Year 12 take a **NCEA Level Two** course. As for Level One, the course is partly assessed internally, with the majority of the course being assessed in an external examination at the end of the year
- Students at this level may choose to continue on a path of broad general education. Many will now begin to specialize.
- Some students will follow a mixed AS level Cambridge course and NCEA Level 2 course.

Number of Subjects

At St Paul's in Year 12, all students **must** study **FIVE** subjects, including **English (201) or English (202)**.

NB: All students wishing to attend University must achieve 8 credits in English at Level Two for NCEA. This is an entry requirement into all New Zealand Universities. These 8 credits must include 4 credits in Reading and 4 credits in Writing.

A Cambridge numeracy standard/minimum grade of D in IGCSE (or E grade in AS Mathematics), and Cambridge literacy standard/minimum grade of E in AS English qualifies a student for the University Entrance component of numeracy and literacy.

Mathematics is an option subject at Year 12, but it is recommended that **Mathematics (201)** or **Mathematics (202)** be a part of any Year 12 course, as this will enable students to maintain a broad educational base and keep their options open. Note that Mathematics (202) is a recognized Level Two subject, offering almost as many credits towards a Level Two qualification as Mathematics (201).

Students may take **six subjects**, but must make the choice to do so very carefully as **changing or leaving a course during the year is not recommended**. As a general guide, students who have achieved at excellence and merit level in the majority of their Level One Achievement Standards, should consider taking six Level Two subjects.

Additional Studies in Year 12

All students in Year 12 (excluding those who take six subjects) will take additional classes including: Recreational Physical and Health Education as well as Religious Studies.

Links with Year 13

The present courses available in Year 13 should also be considered when making subject choices for Year 12. It is important to look at both the Year 12 and Year 13 subject choices before finalising your Year 12 course.

FLEXIBILITY

Where there are insufficient students for a class, some groupings of subjects may have to be altered, or subjects withdrawn.

CHANGING COURSES AFTER THE START OF THE YEAR

Every year students return to school, wanting to change their subjects. It may not be possible to make changes if places are not available in classes. Most of the information is available now, to help students make a decision before the end of 2009.

To make a change at the start of Term One 2010, a student will need a good reason. The change must be approved by the Assistant Principal, their parents and the relevant Head of Department. Forms are available from Mr Oehley. Note that changes will not be permitted after week two of Term One.

**The course finalisation date will be
Friday 12th February, 2009
No changes of subject will be permitted after this date.**

MULTI-LEVEL COURSES – Years 11, 12 and 13

In some cases, students will benefit from taking multi-level courses. For example, a student in Year 12 might benefit from taking some subjects at Level Two, and continuing to work at Level One in other subjects.

Where possible, multi-level courses can be constructed. Students or parents considering a multi-level course should discuss this with Mr Oehley or Mr Henley-Smith.

CORRESPONDENCE SCHOOL COURSES - Minority Subjects

When a student wishes to take a subject not taught in the school it may be possible to take the subject through the Correspondence School. A request for this must be made to the Assistant Principal before the end of Term 4, 2009.

QUALIFICATIONS

Cambridge International Examinations (CIE)

All students are given a statement of school policy on CIE Cambridge qualifications, detailed course outlines and statements on assessment procedures for each subject, at the beginning of their Year 12 course.

NCEA Level Two

Year 12 students doing a full Level 2 course will enter for NCEA, Level Two in 2010. Students will do a minimum of five subjects – the equivalent of approximately 120 Level Two credits. In order to qualify for a Level Two Certificate, students must achieve at least 80 credits – with a minimum of 60 credits at Level Two and 20 credits already achieved, carried over from Level One.

All students are given a statement of school policy on NCEA Level Two, detailed course outlines and statements on assessment procedures for each subject, at the beginning of Year 12.

International Certificates

Under the provisions of an affiliated Cambridge International Examinations centre, St Paul's Collegiate School is accredited by the University of Cambridge to offer courses towards qualifications administered by Cambridge International Examinations.

National Certificates

Under the provisions of the Education Act 1989, St Paul's Collegiate School is accredited by the New Zealand Qualifications Authority to offer courses and assess for qualifications as part of the National Qualifications Framework in all conventional and some non conventional school subjects.

SUBJECTS AVAILABLE

Key: ○ = Subject is available at this level but previous learning is required

● = Subject may be started at this level

	YEAR 11	YEAR 12	YEAR 13
Accounting	●	●	○
Art - Practical Art	●	○	○
- Photography		●	○
- Design			●
Art History			●
Biology	●	●	○
Chemistry	●	●	○
Classical Studies/Media Studies		●	
Classical Studies			●
Computer Studies		●	●
Drama		●	●
Economics	●	●	●
Electronics		●	○
English	○	○	○
ESOL	●	●	●
French	○	○	○
Geography	●	●	●
Graphics	●	●	○
History	●	●	●
Japanese			○
Learning Resources	○		
Mathematics	○	○	
- Mathematics with Calculus			○
- Statistics and Modelling			○
Media Studies			●
Music	○	○	○
Physics	●	●	○
Physical Education			
- Advanced	●	●	●
- Alternate			●
Science	●	●	○
Technology	●	●	○
- Elementary Construction		●	●
- Engineering – Metal	●	○	
- Furniture Making	●	●	
Tourism			●
Transition		●	●

NB: Availability may be restricted by demand, staffing and timetable requirements

EXAM ENTRIES AND FEES

Examination entries together with the appropriate fees are finalised in early September for Years 11, 12 and 13.

AS (Cambridge International Exams):	\$100 per subject
National Qualifications Framework (NQF) registration including NCEA Levels One, Two or Three:	\$75
Foreign Fee Paying Students:	
Entry fee	\$375

Conditions of Entry

If you have any questions concerning conditions of entry, you should seek advice from the Assistant Principal.

NCEA Level One, Two and Three Examinations:

You must be enrolled at a registered secondary school and **meet prescription requirements for the subjects you enter.**

Note: In entering for any qualification you are agreeing to abide by the regulations and specified NZ Qualifications Authority procedures, for these qualifications.

SPECIAL NEEDS ASSISTANCE

Special assessment conditions can be arranged for CIE and NCEA Level One, Two or Three candidates who have special assessment needs because of a permanent or long-term disability, for example:

- physical disability
- visual impairment
- hearing impairment
- a reading or writing difficulty, such as dyslexia

The special condition must not give the candidate an unfair advantage over other candidates. For example, the fact that a student is a "slow reader" or a "poor speller" does not in itself necessarily justify special assistance.

Difficulties in these areas may give rise to an application:

- reading accuracy
- reading speed
- spelling
- handwriting legibility
- handwriting speed

Special assistance arrangements may include:

- additional time allowance (usually 30 minutes)
- modification to the visual presentation of the papers
- reader
- writer
- reader/writer
- separate accommodation during examination

Special assessment conditions will not be granted to candidates who suffer an accident, for example a broken arm, prior to the examinations commencing. Such candidates are able to apply for compassionate consideration.

Students who need this assistance will be identified by the HOD Learning Resources, Mr Tharratt, who will consult the student's parents before any application is made.

Students must be assessed by a registered Psychologist before NZQA will grant special assistance for examinations.

COMPASSIONATE CONSIDERATION

Candidates may apply for compassionate consideration of assessment results if:

- they have been prevented from attending the assessment because of illness, injury, bereavement, or exceptional circumstances beyond their control
- they consider that their performance in the assessment has been seriously impaired by illness, injury, bereavement or other exceptional circumstances

The impairment must be of a serious nature. For example, impairment cannot generally be claimed on the basis of stress due to assessments, parents being away on holiday, minor illness or day-to-day family disturbances. Medical certificates should indicate the duration of the impairment and the extent to which the candidate's performance has been impaired at the time.

COURSES AND HEADS OF DEPARTMENT/HEADS OF SUBJECTS

Overview

THE ARTS	MATHEMATICS	TECHNOLOGY
Practical Art Miss K Stephens Art Photography Miss K Stephens Art Design Miss K Stephens Art History Mrs C Coates Music Mr F Cowan Drama Mr N Clothier	Mathematics Mr G Judkins Statistics and Modelling Mr G Judkins Mathematics with Calculus Mr J Oehley	Materials Technology Mr A Harries Graphics Mr A Harries Elementary Construction/Engineering /Furniture Making Mr A Harries
LANGUAGES	SCIENCE	SOCIAL SCIENCES
English Mr J Coley English for Speakers of Other Languages (ESOL) Mrs M Smith French Mr R Aldridge Japanese Mr R Aldridge	Science Mr K Hogg Biology Mr R Bell Chemistry Mr D Smith Physics Mr D Sole Electronics Mr D Sole HEALTH AND PHYSICAL EDUCATION Physical Education Mr P Gilbert Advanced Physical Education Mr P Gilbert	Computing Mr J Hepburn Accounting Mr M Holmes Economics Mr M Holmes Media/Classical Studies Mr G Dell History Mr D Williams Geography Mr C Morton Tourism Mr C Morton Learning Resources Mr A Tharratt Religious Studies Rev C Luccock Transition Mr G Henley-Smith

SENIOR CURRICULUM OPTIONS

Key:

IGCSE/AS	(CIE) Cambridge International Exams
101/201/301	Primarily Achievement Standards with some Unit Standards
102/202/302	Primarily Unit Standards Courses with some Achievement Standards
103/203/303	Unit Standard Courses

Learning Area	Year 11 – Level 1	Year 12 – Level 2	Year 13 – Level 3
The Arts	Art (101) IGCSE Music Music (101)	Art – Paint (201) Art - Photo (201) Music (201) Drama (201)	Art - Design (301) Art - Painting (301) Art - Photo (301) Art History (301) Music (301) Drama (301)
Language & Languages	IGCSE English English (101) English (102) ESOL (103) French (101)	AS English (CIE) English (201) English (202) ESOL (203) French (201)	English (301) English (302) ESOL (303) French (301) Japanese (301)
Mathematics	IGCSE Maths Mathematics (101) Mathematics (102)	AS Maths (CIE) Mathematics (201) Mathematics (202)	Maths with Calculus (301) Statistics and Modelling (301) Statistics and Modelling (302)
Science	IGCSE Biology Biology (101) IGCSE Chemistry Chemistry (101) IGCSE Physics Physics (101) Science (101) Science (102)	Biology (201) Chemistry (201) Physics (201) Science (201) Science (202) Electronics (203)	Biology (301) Chemistry (301) Physics (301) Science (301) Electronics (303)
Technology	Materials Technology (101) Furniture Making (103F) Metal Engineering (103E) Graphics (101)	Materials Technology (201) Furniture Making (203F) Metal Engineering (203E) Elementary Construction (203C) Graphics (201) Computer Studies (201) Computer Studies (203)	National Certificate Elementary Construction (303C) Graphics (301) Computer Studies (201) Computer Studies (303)
Health & Physical Education	IGCSE Phys. Ed Advanced PhysEd (101)	Advanced Phys Ed (201)	Advanced Phys Ed (301) Alternate Phys Ed (302)
Social Sciences	Accounting (101) Economics (101) IGCSE Geography Geography (101) IGCSE History History (101)	Accounting (201) Economics (201) Geography (202) AS History (CIE) History (201) Tourism (203) Media/Classics (201)	Accounting (301) Economics (301) Geography (301) History (301) Tourism (301) Classical Studies (301)
Transition		Transition (203)	Transition (303)

ACCOUNTING

Introduction

Accounting teaches you about how individuals, community organisations and businesses, manage their finances and ensure that they operate efficiently and effectively in a modern economy. Accounting is a life skill subject which gives students the opportunity to understand the financial world and the importance of sound money management in all areas of life. An understanding of Accounting is of value whether you become a lawn mowing contractor or farmer, a mechanic or professional sportsperson, a doctor or lawyer, run your own business or household. Whatever you do, wherever you go, it is worthwhile having financial skills to make the most of your opportunities.

Accounting is taught at Years 11, 12 and 13. At each level the subject is divided into five broad strands as follows:

Strand	What it involves
Conceptual basis	Concepts behind accounting
Processing	Recording financial transactions
Reporting	Reporting financial results and position
Systems	Managing cash and other assets
Decision making	Using accounting information to make informed decisions

Skills

- numeracy
- problem solving
- reporting
- presentation
- research
- communication
- decision making
- processing
- spreadsheet
- work and study

Year 12 (ACCO 201)

Introduction

This course leading to NCEA Level Two can be commenced at this level. Those wishing to continue with Accounting beyond Year 12 should enrol for this course.

Recommended entry requirements

While Level One Accounting is not a pre-requisite, it is highly recommended that students have gained Achievement in Level One Achievement Standards 90023, 90024, 90026 or 90027 and 90028. Achievement Standard 90022 is also an advantage.

Content

The course has an emphasis on accounting for small to medium businesses that are registered for GST on the invoice basis. There is a focus on accounting systems, as well as financial reporting within a conceptual framework, processing using a commercial software package and decision making for sole proprietor businesses.

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
90220v3	Describe the conceptual basis of accounting for a sole proprietor	3	E
90223v3	Demonstrate understanding of accounting processes for accounting subsystems	5	E
90224v3	Prepare financial statements and related accounting entries for sole proprietors.	5	E
90225v2	Analyse and interpret information and make recommendation(s) for a sole proprietor	4	E
90226v3	Use computer software to process financial transactions for a sole proprietor	3	I
US 7366 V4	Review the control and accounting procedures for a cash subsystem	4	I

24 credits

Cost

St Paul's Collegiate workbooks cost approximately \$25

ART (VISUAL ART)

Introduction

"The Arts develop the artistic and aesthetic dimensions of human experience. They contribute to our intellectual ability and to our social, cultural and spiritual understandings. They are an essential element of daily living and lifelong learning."
The Arts in the New Zealand Curriculum.

Visual Art at St Paul's focuses on the development of the individual through the formation of a visual language which empowers students to both communicate and explore their physical, spiritual and emotional environments. This is achieved through the teaching of a variety of art making processes. Students are encouraged to develop independent work habits and an enquiring approach.

Skills

- research
- analytical
- presentation
- communication in a variety of visual media - painting, photography, digital art, drawing, printmaking, screenprinting, mixed-media and design.

Year 12 Practical Art (ARTC 201)

Introduction

This course is designed to provide the opportunity for students to extend their Practical Art abilities. It provides an essential background for Practical Art courses at Year 13 and beyond.

Recommended entry requirements

This course presumes completion of Year 11 Practical Art course (Level One, NCEA).

Course

The course is divided into two areas, Design (digital art) and Painting. There is an opportunity to specialise in one of these (either 90479 or 90235)

Assessment

AS	Topic	Credits	External/Internal
90476	Generate and develop ideas using drawing procedures and procedures in painting practice.	6	I
90475	Generate and develop ideas using drawing procedures and procedures in design practice.	6	I
*90479 or	Produce a body of work within painting to show understanding of art-making methods and ideas	12	E
*90235	Produce a body of work within design to show understanding of art-making methods and ideas	12	E

24 credits

*Students select one of these.

Costs

Course materials are approximately \$150 (disbursed throughout the year), for basic art materials and printing costs. In addition other art materials (beyond those supplied) maybe required depending on the tasks the student selects.

Year 12 Photography (ARTP 201)

Introduction

This is a specialist course which develops students' knowledge, understanding and practical skills of established photographic practices. It is a prerequisite for Year 13 Photography.

Recommended entry requirements

Students must have a manual 35mm SLR film camera. This course has restricted entry due to the limited number of dark room and digital dark room places available in the school.

Course

The course content introduces students to the basic principles of black and white photography, introduces digital processes and extends this knowledge into personal practice. This course widens the art options for students and facilitates the development of independent work habit.

Skills

Students will gain both personal and practical skills including independent and systematic work habits, analytical ability, skills in the area of traditional black and white and colour photography and skills in the area of digital processes (Photoshop).

Assessment

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
90471	Research and document methods and ideas in the context of a drawing study in photography.	6	I
90477	Generate and develop ideas using drawing processes and procedures in photography practice.	6	I
90480	Produce a body of work within photography to show understanding of art making methods and ideas	12	E

24 credits

Costs

Approximately \$200 to cover darkroom chemicals, printer ink and paper (for digital processes). In addition photographic paper, film (colour and black/white) and colour film processing will be required (and sourced out of class) approximately \$200.

BIOLOGY

Introduction

A knowledge of Biology - the study of living organisms and their interactions with each other and the physical environment provides a base for every person's understanding of the natural world. Students who have an interest in the knowledge and practical investigations of Biology will find courses challenging and enjoyable.

Skills

The following generic skills are developed throughout all year levels:

- focusing and planning
- gathering information
- processing and interpreting data
- reporting

Year 12 (BIOL 201)

Recommended entry requirements

It is recommended that students have completed the Level One (Year 11) course in Science or Biology before attempting Level Two (Year 12) Achievement Standards. They should have gained at least 14 credits. This is a full academic course of Achievement Standards only.

Content

This course is organised around the following units:

- 'Basic units of life' – cells and cell processes
- 'Genetics & evolution – variation and changes in gene pools
- 'Plant design' – surviving environmental challenges
- 'Animal design' – modifications for survival
- 'Life's Connections' – population and community ecology

Objectives

- investigate and identify interrelationships and possible patterns within populations and communities
- investigate diversity in animal and plants by comparing aspects of their structure and function
- investigate the structure and function of cells
- examine scientific evidence for evolution, and explain how genetic variation and natural selection can lead to genetic changes within populations
- investigate examples of processes or techniques in applied biology that meet human needs or demands

Assessment

This course is assessed using seven Achievement Standards from Level Two Biology curriculum, five are externally assessed and two are internally assessed.

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
90769	Research the interaction between humans and an aspect of biology	3	I
90459	Describe genetic variation and change	3	E
90461	Describe concepts and processes relating to ecology	3	E
90462	Describe diversity in the structure and function of animals	3	E
90463	Describe diversity in the structure and function of plants	3	E
90464	Describe cell structure and processes	3	E
90457	Carry out a practical biological investigation with supervision	3	I

21 credits

Costs

Field trip travel charge - \$10

Course write-in text - \$20

Optional revision workbook - \$20

CHEMISTRY

Introduction

Why study Chemistry?

How can a disease be cured or caused by a tiny change in a molecule?

Chemistry is the science of matter and its transformations. Transformations happen all the time, everywhere. Chemistry has enormous impact on our daily lives, on other sciences, and even on areas as diverse as art, music, cooking and recreation.

Chemistry is intimately involved in the air we breathe and the reasons we need to breathe it; in purifying the water we drink; in growing; in cooking, and digesting the food we eat; and in the discovery and production of medicines to help and maintain health.

Chemistry continually provides new ways of transforming matter into different forms with useful properties. Some examples include the plastic disks in CD and DVD players; microchips and batteries; nanotechnology and the hydrogen fuel cell car.

Chemists have a unique way of thinking about the material world around them – an atomic and molecular perspective.

Knowledge and understanding of chemistry are crucial in biology, pharmacology, medicine, geology, materials science, patent law and engineering.

The chemistry courses are challenging for most students, but at the same time are rewarding for those who are prepared to put in the effort required to achieve a sound understanding of the subject. Chemistry is a basic requirement for most university science courses so students intending to study the sciences/engineering at tertiary level would be well advised to take Chemistry from Year 11 onwards.

In their study of chemistry, students will use scientific knowledge, skills and attitudes to:

- Investigate the properties of materials;
- Interpret observations in terms of particles;
- Understand fundamental concepts of chemistry;
- Make connections between concepts, their applications, and the role chemistry plays in the world around them.

There is a major focus on the following key competencies:

- Thinking
- Using language, symbols and texts
- Managing self
- Participating and contributing

To achieve these aims, students will need to understand the language of chemistry, including the use of formulae, equations and models to represent the composition of substances and changes they undergo.

Year 12 (CHEM 201)

Recommended entry requirements

It is strongly recommended that a student has achieved the Level 1 Science Achievement Standard 1.4 before attempting this course.

Achievement in Year 11 Chemistry is a great advantage.

There is significant manipulation of formulae involved in the course therefore it is recommended students have achieved Mathematics 1.1

Content

This course is an introduction to the matter around us. It includes:

- Investigative skills
- Understanding of chemical concepts and an appreciation of how chemical processes interact with the environment
- Chemical reactions
- Quantitative chemistry

- Development of ‘molecular glasses’ to create a framework to understand atomic structure
- Bonding and related properties
- Organic chemistry

Assessment

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
90305v2 (2.1)	Carry out qualitative analysis.	3	I
90306v2 (2.2)	Carry out an acid-base volumetric analysis.	3	I
90307v1 (2.3)	Solve simple quantitative chemical problems	2	I
90308v2 (2.4)	Describe the nature of structure and bonding in different substances.	4	E
90309v2 (2.5)	Describe the structural formulae and reactions of compounds containing selected organic functional groups.	4	E
90310v2 (2.6)	Describe thermochemical and equilibrium principles.	5	E
90311v2 (2.7)	Describe oxidation-reduction reactions.	3	E

24 credits

CLASSICAL STUDIES

“What we learn from Athens and Rome is our world today”

Introduction

Classical Studies is the study of the Ancient World and its effect on us today. The Ancient World of the Greeks and the Romans is something that is inextricably linked to the values, language, art, architecture, drama, dance and political and social structures we see around us every day.

Assessment methods will vary and many assessments will ask you to make connections with the ancient and modern worlds.

Year 12 (CLAS/MED 201)

Introduction

This course is primarily internally based and different in the sense that it combines both media studies and classical studies achievement standards.

Recommended entry requirements

This course is open to all students. You may find that well rounded English skills would aid you in this course. Interest in Art, Films, Architecture, Drama, History, Mythology and Language will also help.

Students who are new to this course have the ability to do very well.

Assessment

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
90247 CLAS	Examine and explain a passage from work(s) of classical literature in translation. Homer's Odyssey.	5	E
90251 CLAS	Communicate knowledge of an aspect of the classical world. Classical Mythology	4	I
90277 MED	Close reading of an unfamiliar media text	3	I
90280 MED	Demonstrate understanding of narrative conventions in media texts	3	I
90765 MED	Design and produce a media product and evaluate the process used to create the product	6	I

21 credits

Costs: Nil

COMPUTER STUDIES

Introduction

Computing is an increasingly essential part of our modern lives. For example According to the 2006 census six out of every ten New Zealand households have access to the internet, this is a 50% increase on 2001.

Computing is a subject that attracts students with a wide range of interests and experiences. As a result all courses can be tailor suited to the individual needs of students with the addition or removal of standards.

COMP 203 and COMP 303 are established courses intended as a broad introduction to computing, with a strong emphasis on the practical skills and knowledge considered essential in the modern workplace. These options are Unit Standard based internally assessed courses. Both of these courses are aimed primarily at students who need to gain essential skills.

COMP 201 and COMP 301 are aimed at students who are interested in a potential career in the IT industry, or who wish to expand their knowledge of the computer as a tool. These courses involve computer programming with a strong emphasis on structured problem solving and the needs of a client. These options are assessed using both Unit Standard and Achievement Standard internal assessments, with the potential for an externally assessed Achievement Standard at Year 12.

Year 12 (COMP 201)

Recommended entry requirements

A keen interest in computing and merit grades in Mathematics and/or Physics is recommended.

Content

The advanced computer studies programme is aimed at students who are considering a career in computing or who wish to improve their skills in designing and developing a product for a client. Problem solving is a key component of this

programme and is used in the context of creating computer programs. During Term 1, students will consolidate their general computing knowledge and learn logic and design skills in the context of a website project.

For the first part of Term 2 students will learn how to program using Microsoft Small Basic. MS Small basic is a simplified .Net programming language which will be good preparation for MS C#, which is the programming language used in 301. This will culminate in the completion of a short programming project.

For the remainder of the year students will complete a large scale programming project in MS Small Basic with the goal of completing a high quality one-off product for a client.

Assessment

This course is assessed using the Unit Standards and Achievement Standards outlined below. The entire course is internally assessed.

STANDARD	TITLE	CREDITS	LEVEL
US25656 v1	Create a website using a mark-up language to meet a set brief	3	2
US 2783 v6	Demonstrate knowledge of the components of personal computer systems.	3	2
US18740 v3	Create a simple computer program to the specifications of a given brief	3	2
AS90342	Develop and model a conceptual design in ICT	6	2
AS90349	Develop and implement a one-off solution in ICT	6	2
AS90368	Demonstrate skills in ICT	4	2

25 credits

Costs

\$5 for workbooks provided by the school.

Students will also need a folder and clear copysafe pockets to use as their portfolio and a 1B5 notebook to use as a visual diary.

YEAR 12 (COMP 203)

Recommended entry requirements

None, but an interest in using computers would be an advantage.

Note: This is a flexible course aimed at students with a wide range of experience.

Content

This course aims at introducing students to a wide range of computing options. Students will learn how to use Microsoft Office applications in a business context. Students will also learn how to care for and maintain a personal computer system. Finally they will learn logic skills while creating a website.

Assessment

Assessment is by way of Unit Standards, outlined below, and is entirely internally assessed. This course is flexible and can be tailored to the needs of the individual student.

STANDARDS	TITLE	TOPIC	CREDITS	LEVEL
US111 v5	Word Processing	Operate a word processor	5	2
US2784 v6	Spreadsheets	Create and use a computer spreadsheet to solve a problem	3	2
US5940 v6	Presentations	Produce a presentation using a desktop presentation computer application.	3	2
US2786 v6	Databases	Create and use a computer database to solve a problem.	3	2
US2783 v 6	Computer Systems	Demonstrate knowledge of the components of personal computer systems.	3	2
US2781 v5	Computer Systems	Manage and protect data in a personal computer system	3	2
US2565 v1	Website Design	Create a simple website using a mark-up language to meet a set brief.	3	2

23 credits

Costs

\$15 for workbooks provided by the school.

DRAMA

Introduction

The aims of this course are:

- To build on learning and develop skills and understandings from the junior drama curriculum and/or from NCEA Level One.
- To further develop an understanding of how the elements, techniques, conventions and technologies of Drama work together to create challenging and effective performance.
- To continue to develop the students' understanding of stagecraft and the rules and traditions of theatre.
- To extend the students' ability to use their own experiences, skills and beliefs to create Drama within new and existing contexts.
- To develop a logical and effective devising and rehearsal process which both assists the students, and is appropriate for the completion of NCEA Drama tasks.
- To develop the skills of the students so that they may confidently enter the year 13 Drama program.

On entering this course, students are required to consider the collaborative nature of Drama and to understand that this means that a high level of commitment to tasks is required. All students will need to commit themselves to striving for excellence in EVERY achievement standard and learning experience offered. This is a requirement for entry into this course.

Year 12 (DRAMA 201)

This course requires students to have prior knowledge of speech, drama and stage production processes.

Content:

- Dramatic techniques
- Dramatic elements
- Dramatic conventions
- Working from scripts
- Selected period studies
- Live performances [viewing and performing]
- Critical analysis and application

Assessment:

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
90299	Apply drama techniques in an improvised group context	2	I
90301	Structure, record and perform devised drama using elements and conventions	4	I
90302	Apply knowledge of a drama/theatre form or period through performing a role within a presentation	5	I
90303	Perform a substantial acting, technical or production role	5	I
90304	Apply knowledge of and make judgements about drama processes and performance in a new context	5	E
US 14181	Develop skills in scriptwriting for live theatre	8	I

32 credits

Costs

Performance costs \$10 - \$40

ECONOMICS

Introduction

Economics is the study of how individuals, communities, countries and the world choose to use scarce resources to satisfy their needs and wants. Economics is how society solves the basic economic problem of:

- what to produce
- how to produce it
- for whom to produce it

The study of Economics provides you with an understanding of the commercial world and how businesses and individuals interact in producing and consuming goods and services which satisfy the needs and wants of the individual and society. It adds to your knowledge of New Zealand as a community and about the use of our scarce

resources. An understanding of New Zealand's place in the global economy, which is so important for our future, is also part of any study of economics. Economics is a worthwhile subject for anyone with a keen interest in the world around them and how all levels of society make decisions, affecting their lifestyle and standard of living.

Skills

The skills you gain in Economics include:

- thinking
- information
- graphing
- communication
- statistical
- research

Year 12 (ECON 201)

Introduction

This course, leading to NCEA Level Two, can be commenced at this level. Three key issues relating to the New Zealand economy are studied. The course provides a sound base of economic knowledge for Year 13 Economics and tertiary study.

Recommended entry requirements

None, but an interest in the New Zealand economy is a big advantage. Statistical and graphing skills are also an advantage.

Content

Three macro economic issues are studied within a New Zealand context.

The issues studied are:

- trade
- inflation
- growth

The main focus of economics at this level is how the New Zealand economy and political process impact on us as producers and consumers.

Assessment

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
90794 v1	Describe inflation and its causes and effects using economic models	4	E
90795 v1	Describe international trade and its causes and effects using economic models	4	E
90796 v1	Describe economic growth and its causes and effects using economic models	4	E
90797 v1	Process, present and analyse statistical data in relation to given economic issues	6	I
90798 v1	Describe government policies in relation to economic issues	6	E

24 credits

Costs Students are required to purchase one workbook with a total cost of approximately \$30.

ELECTRONICS

Introduction

Electronics is now involved in almost every sphere of human activity - communications, science, industrial control systems, appliances, transport, information technology (computing), sport, leisure, entertainment and medicine. In many countries electronics-based industries are now the biggest employers and world wide they are the fastest growing industries. As a result the demand for people trained and qualified in electronics is increasing rapidly.

The following attributes and skills will be useful in electronics and will be further developed by the course of study:

Characteristics/Skills

- creativity
- perseverance
- attention to detail
- being careful and systematic
- enjoyment and ability in practical work
- appreciate the importance of electronics
- designing and constructing of circuits
- following instructions
- recognising and handling components
- using measuring instruments
- operating tools correctly
- problem solving

Year 12 (ELEC 201)

Recommended entry requirements

Students will need to have gained 8 credits in Year 11 Mathematics plus 8 credits in at least one of the following: Year 11 Science, Physics or Chemistry.

Content

- knowledge of basic electronic components
- knowledge of circuit concepts and measurements for electronics
- knowledge of basic electronic systems
- construction of simple printed circuits
- construction of simple electronic products from circuit schematics

Assessment

US	ASSESSMENT TASKS (PRE-MODERATED)	CREDITS	EXTERNAL/INTERNAL
18239	Demonstrate introductory knowledge of circuit concepts and measurements for electronics	5	I
18240	Demonstrate knowledge of basic electronic components	5	I
18241	Demonstrate knowledge of basic electronic systems	5	I
18242	Construct a simple printed circuit	3	I
18243	Construct simple electronic products from supplied circuit schematics	6	I

24 credits

Important

Students who take this subject can gain the following **three qualifications** at the same time.

1. NCEA credits (all credits gained in electronics count towards NCEA).
2. If all the unit standards are achieved then students can be awarded a National Certificate in Electronics Technology Level Two (this is an electronics industry qualification).
3. If Unit Standards 18240, 18242 and 18243 are achieved then students can be awarded a Certificate of attainment (this is an electronics industry qualification).

Costs

There will be a small charge for a set of write on notes, materials (actual cost will depend on projects chosen by the student) and certificates (for industry qualifications that a student is awarded).

ENGLISH

Introduction

English involves a combination of language, literary and media studies to enhance the development of competency in the English language.

Skills

- close reading for meaning across a broad range of genres and contexts
- writing lucid, accurate personal, poetic and transactional prose
- writing literary essays in response to text
- speaking confidently and with conviction in a formal, public context
- developing a reading habit through regular self-selected reading

Year 12 AS Level (Cambridge International Exams)

English Literature

Students that have already participated in the Cambridge programme at Year 11, and students that have performed well at Level One NCEA may select this option and continue working towards both the Advanced ('A') Level final examination in English Literature and the National Certificate in Educational Achievement (NCEA) English. The 'A' Level qualification is made up of four papers. Two papers (Poetry and Prose and Drama) are completed in Year 12. Two further papers (Shakespeare and Pre 20th Century Texts and 20th Century Texts) are completed in Year 13.

Texts will not be allowed in the examination room. Dictionaries may not be used.

The objectives taught and assessed in this course will include:

A COURSE OBJECTIVES, AS OUTLINED IN 2010 SYLLABUS

To encourage:

- A critical and informed response to writing in a range of forms, styles and contexts.
- The interdependent skills of reading, analysis and communication.
- Effective and appropriate communication

- An appreciation of and an informed personal response to literature in English.
- Wider reading and an understanding of how it may contribute to personal development.

B COURSE OBJECTIVES, AS OUTLINED IN 2010 SYLLABUS

Candidates will be required to demonstrate:

1. Knowledge and understanding of features of English language.
2. Ability to write clearly, accurately and effectively for a particular purpose or audience.
3. Ability to respond to texts in two of the three main forms (Prose, Poetry and Drama), of different types and from different cultures.
4. Understanding of the ways in which writers' choices of form, structure and language shape meanings.
5. Ability to produce informed independent opinions and judgments on literary texts.
6. Ability to communicate clearly the knowledge, understanding and insight appropriate to literary study.

C COURSE OBJECTIVES, AS OUTLINED IN 2010 SYLLABUS

At the end of Year 12, students will sit two examinations. The Poetry and Prose (Paper 3) and Drama (Paper 4) examinations are administered by the University of Cambridge. Both examinations are 2 hours in length. Each examination requires two essay answers (four in total). If students do not continue in the Cambridge programme they will be awarded an Advanced Subsidiary Level Certificate with each of the two examinations contributing 50% toward their final grade. If students continue through into Year 13 and complete the Shakespeare and Pre 20th Century Texts and 20th Century Texts papers towards the full 'A' Level qualification, each examination will contribute 25% toward their final grade.

The final grade for the course will be based on the following External (and Internal) Cambridge Assessments:

END OF YEAR EXAMINATION	OBJECTIVES	TIME	WEIGHTING
COMPONENT Paper 3 Poetry and Prose <i>and</i> Paper 4 Drama		2 hours	50%
		2 hours	50%
INTERNAL ASSESSMENT	OBJECTIVES	WEIGHTING	
This course has no internal assessment for the Cambridge component. There will be three internally assessed NCEA assessments as outlined below: - Achievement Standard 2.1 Creative Writing (3 writing credits toward U.E.) - Achievement Standard 2.2 Formal Writing (3 writing credits toward U.E.) - Unit Standard 12905 Wide Reading <i>Where appropriate, standard NCEA assessment tasks for 2.2 Formal Writing and 2.1 Creative Writing will be adapted specifically to meet the needs of Cambridge texts and the Cambridge programme.</i>			

Assessments for monitoring and practice:**OUTLINE OF 'FORMATIVE' ASSESSMENTS TO BE UNDERTAKEN THROUGHOUT THE COURSE**

Cambridge courses have been introduced into English at St Paul's Collegiate to offer an additional challenge to our students and as an alternative method of assessment. Students at Year 12 will also complete a selection of NCEA based assessments. These assessments will contribute towards the 80 Level Two credits and the 8 literacy credits required to gain University Entrance and the NCEA qualification.

A number of formative assessments will be administered as well as the summative tests in the trial exams and at the end of the studied literatures.

Note: the NCEA Credits are insurance. An **E** grade in Cambridge AS is equivalent to the 8 'literacy' credits required for University Entrance.

Costs

CIE exam fees apply and are currently \$100 for this course.

Year 12	(ENGL 201)
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Recommended entry requirements:

This course assumes a competence in written expression and a basic grounding in response to literary text. Students will have to deal with sophisticated literary texts and language contexts throughout this course. It is recommended that students must have achieved at least 12 credits from English achievement standards at Level One. Students may study towards the award of up to 25 credits in this course.

Assessment

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
90374	Deliver a presentation using oral and visual language techniques	3	I
90375	Produce crafted and developed creative writing	3	I
90376	Produce crafted and developed formal transactional writing	3	I
90377	Analyse extended written text(s)	3	E
90378	Analyse short written texts	3	E
90379	Analyse a visual or oral text	3	E
90380	Read unfamiliar texts and analyse the ideas and language features	3	E
US12905	Read an inclusive variety of written texts and record the reading experience	4	I

25 credits

Costs Nil

Year 12 (ENGL 202)

Introduction

This course caters for Year 12 students who may have struggled with Level One English. They must have achieved at least 8 credits in Level One English.

Recommended entry requirements

This course assumes a competence in written expression and a basic grounding in response to literary text by students who otherwise may have had difficulty with some aspects of Level One achievement standards. Students will have to deal with some literary texts and language contexts throughout this course. It is recommended that students must have achieved at least 8 credits from English achievement standards at Level One. Entry to this course will be at the discretion of the HOD and the Assistant Principal. Students may study towards the award of up to 20 credits in this course.

Assessment

This course is built around a mix of two unit standards and four achievement standards.

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
US12905	Read an inclusive variety of written texts and record the reading experience	4	I
90374	Deliver a presentation using oral and visual language techniques	3	I
90375	Produce crafted and developed creative writing	3	I
US8823	Investigate a theme across a range of texts	4	I
90376	Produce crafted and developed formal transactional writing	3	I
90381	Present a research report	3	I

20 credits

Costs Nil

English for Speakers of Other Languages (ESOL)

Introduction

Students for whom English is not their first language take this subject. These students may have gained a level of English competency, which enables them to participate fully in all areas of the school, yet there is still a level of language support and development required. The aim of the course is to develop fluency and understanding of spoken and written English for both formal and informal purposes.

Years 9, 10, 11, 12 and 13 (ESOL)

In general, programmes are designed to meet the needs of the individual student and the needs of the class group as a whole.

Assessment of non-English speaking background (NESB) students will be conducted at the beginning of the year, and an appropriate course of study will be decided at that time. Assessment and monitoring of individual students at all levels is conducted throughout the year, including more formal tests and examinations. In the second half of the year, senior students also receive practice and indications of possible achievement in the IELTS tests, in preparation for University admission. Arrangements can be made for any student wishing to sit the IELTS examination during the year.

Year 12 – Assessment

The Year 12 ESOL course offers 24 credits towards NCEA. You must achieve credits in US12905 and 8825 offered in this course to meet the literacy requirement to enter University in New Zealand.

STANDARD	TOPIC	LEVEL	CREDITS	EXTERNAL/INTERNAL
ESOL US17359	Talk about self in a formal interview using ESOL.	3	5	I
ESOL US17144	Write information texts, using ESOL.	3	5	I
ESOL US3477	Write recount on familiar topics using ESOL.	2	5	I
English US12905	Read an inclusive variety of written texts and record the reading experience.	2	4	I
English US8825	Produce transactional written text in complex forms.	2	5	I

24 credits

FRENCH

Introduction

Citizens of New Zealand are also citizens of the world. We need to be aware of the importance of international languages, such as French, in relation to culture and cultural exchanges, literature, music, science and technology, and trade and tourism. The French language is used widely throughout the world, both as a first and as a second language. It is spoken by over two hundred million people in more than forty different countries. Along with English, French is one of the official working languages of the United Nations, the International Olympic Committee and many other organisations. English has borrowed extensively from the French language and so approximately half the words in English are derived from French. Because of this, English and French share a wide range of concepts and vocabulary, making French much easier for English speakers to learn than many other languages.

Skills

- listening
- speaking
- reading
- writing
- using appropriate vocabulary and grammatical structures

Introduction

This course further develops students' competence in French in a specific range of situations using their listening, speaking, reading and writing skills.

Recommended entry requirements

Students must have completed Year 11 French and have gained a minimum of 12 Level One NCEA credits in French. In cases where students have fewer than 12 credits, application can be made to the TIC French for special admission.

Contents

The following topics are covered:

- Le bahut
- Le coup de foudre
- La santé
- L'après-bac
- La francophonie
- Histoires traditionnelles
- vocabulary and grammar structures relevant to these topics.

Assessment

AS	TITLE	TOPIC	CREDITS	EXTERNAL/INTERNAL
90395	Listening	Listen to and understand spoken language in French in less familiar contexts	6	E
90396	Speech	Give a spoken presentation in French on a less familiar topic	3	I
90397	Conversation	Converse in French in a less familiar context	3	I
90398	Reading	Read and understand written language in French in less familiar contexts	6	E
90399	Writing	Write text in French on a less familiar topic	3	E
90400	Writing	Produce crafted text in French on a less familiar topic, with the support of resources	3	I

24 credits

Costs Dictionary \$20
Ça y est Workbook \$27

GEOGRAPHY

Introduction

Geography deepens students' knowledge and understanding of the people and places that make up the world in which they live. The subject concentrates on the many interactions that occur within and between the natural and cultural environments. A diverse range of topics are offered including investigating local geographic issues to examining the global influences of El Nino. Geography aims, through its integrative approach, to foster a balanced view of, and respect for, the environment. The role of geography in planning and decision making becomes an important focus in the senior school. Students will be introduced to a range of skills.

Skills

- practical (cartography; orienteering; weather map interpretation; data analysis)
- research (field work; internet, library)
- valuing (viewpoints; conflicts of interest)
- social (group work; cooperation; initiative; leadership)
- computer (data bases; spreadsheets; power point; internet, intranet)

Year 12 (GEOG 201)

Recommended entry requirements

Students are advised to complete a Year 11 Geography programme. The course has been designed to allow first time geographers to cope with the expected standards. School Policy on Year 12 entry will apply.

Contents

Students will develop knowledge and understanding of the following topics:

- global patterns, processes and links (Global Warming and El Nino)
- geographic issues (NZ's energy crisis)
- local area studies (Maungatautari Ecological Reserve)
- natural landscapes (Amazon Basin)
- urban settlements (London)
- inequalities in development (Rich World : Poor World)
- geographic research (NZ's Bio Security Problems)

Assessment

Students will sit 24 credits for Level 2 in NCEA.

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
90331	Explain natural landscapes	3	E
90332	Explain urban settlements	3	E
90334	Apply core skills	4	E
90335	Carry out directed geographic research	5	I
90336	Explain a contemporary geographic issue	3	I
90337	Explain a global study	3	I

21 credits

Costs Approximately \$40 to cover two field trips.

GRAPHICS

Introduction

Graphics focuses on communicating ideas and precise information through drawing. Graphics still retains most of the technical drawing skills but has an emphasis on design process, creativity and individual choices. The flexibility of design briefs provided by the course, allows all students to explore different areas and levels of design and drawing. Graphics involves a rich variety of learning experiences leading to a wide range of career opportunities, including all the design fields, Engineering, Architecture and Drafting.

Skills

- drawing and design
- presentation
- practical
- research and evaluation

Year 12 (GRAP 201)

Recommended entry requirements

There is no prerequisite for entry but a successful completion of the Year 11 Level One course is recommended.

Content

- freehand sketching
- industrial orthographic drawings
- 2D and 3D instrumental drawings
- mock ups and models
- design principles and societal considerations
- architectural design
- technological design
- media design
- evaluation and research

Assessment

The course consists of the seven NCEA Level Two Achievement Standards. Four of the Achievement Standards are internally assessed involving assignment work throughout the year. The other three Achievement Standards are externally marked. This involves sending three complete assignments away at the end of the year. The markers look for specific Achievement Standards in each assignment. There is no NCEA Level Two external exam.

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
90318	Produce 2D and 3D annotated freehand sketches to show design ideas	3	E
90319	Produce 2D instrumental drawings	3	E
90320	Produce 3D instrumental drawings	3	E
90322	Produce mock ups and models to explore design ideas	3	I

90323	Design and present a solution for an architectural or environmental brief	3	I
90324	Design and present a solution for an engineering or technological brief	3	I
90325	Design and present a solution for media or technical illustration brief	3	I

21 Credits

Costs

Costs of any material used in the production of any take home projects, plus drawing equipment \$10 - \$30. Equipment from previous year is adequate.

HISTORY

Introduction

Studying History is fun. You will learn about fascinating events and extraordinary people. You will attempt to solve historical questions, explain why events and developments have occurred and critically assess the impact that these events and developments had on people both in New Zealand and around the world. On the whole History is not a difficult subject, but the knowledge and skills you develop in it will make you a more interesting and useful member of society. It is a useful subject for people wanting to understand human nature.

The study of History develops skills that are crucial in the information driven society that you live. Through History you will become good at researching information, analysing visual, written and oral resources. You will communicate your knowledge and ideas through writing essays, reviews and articles, creating brochures and recreating historical artefacts.

Skills

- information gathering
- information processing
- communicating ideas
- assessing the usefulness and reliability of resources
- understanding historical relationships
- recognising differences in viewpoints

Year 12 AS Level (Cambridge International Exams)

HISTORY 9697 AS LEVEL 2010
19th Century New Zealand History

In a rapidly changing world, Advanced Level History gives students the opportunity not only of studying aspects of the past, but also of developing an understanding of the complexity of human societies and of acquiring a range of skills which are useful in everyday life. The study of History should produce greater understanding of the present, not because events repeat themselves, but because all political, social, cultural and economic developments have their roots in the past, and cannot be explained without reference to these roots.

There are two awards covered by this syllabus: Advanced Level and Advanced Subsidiary.

Advanced Level History

This syllabus requires candidates to study two different areas and periods of History, thus encouraging them to identify patterns in, and connections between, apparently contrasting events and developments. It includes source-based studies through which candidates will develop their skills of interpreting and evaluating evidence.

When entering candidates for A Level using a carry forward mark, please ensure that you make the entry based on the marks for two distinct components.

Advanced Subsidiary History

This syllabus requires candidates to study one area and period of History. It includes source based studies through which candidates will develop their skills of interpreting and evaluating evidence. Candidates who wish to follow a staged assessment route to the A Level qualification take the

Advanced Subsidiary qualification first.

Both Advanced Level and Advanced Subsidiary History encourage students to use independent study skills, to read widely, write fluently, and to develop the capacity to formulate and justify their own ideas about the past.

The objectives taught and assessed in this course will include:

A The aims of the syllabus are the same for all students. These are set out below and describe the educational purposes of a course in Advanced Level History. They are not listed in order of priority.

The aims are to:

- develop an interest in the past and an appreciation of human endeavour;
- acquire an understanding and a sound knowledge of selected periods or themes;
- gain an awareness of historical concepts such as change and continuity, cause and effect;
- appreciate the nature and diversity of historical sources and methods used by historians;
- grasp a variety of approaches to aspects and periods of History and differing interpretations of
- particular historical issues;
- think independently and make informed judgments of issues;
- cultivate empathy with people living in diverse places and at different times.

B CANDIDATES WILL BE EXPECTED TO:

1. demonstrate an understanding of the complexity of issues and themes within a historical period;
2. distinguish and assess different approaches to, interpretations of, and opinions about the past;
3. express awareness of historical concepts such as change and continuity, cause and effect in the past;
4. present a clear, concise, logical and relevant argument;
5. evaluate and interpret source materials as historical evidence and demonstrate facility in their use.

Objectives 1-4 will be tested in essay questions. No attempt will be made to allocate mark weightings separately to these four objectives. Objective 5 will be tested in source-based questions.

C ADVANCED LEVEL CANDIDATES ENTER FOR TWO OF THE COMPONENTS LISTED BELOW;

Advanced Subsidiary

(AS) candidates enter for one of the components listed below. (Candidates wishing to follow a staged assessment route to the Advanced Level qualification may take the Advanced Subsidiary qualification first.). This course will prepare students for Scholarship History, which may be sat in year 12 or year 13.

END OF YEAR EXAMINATION	OBJECTIVES	TIME	WEIGHTING
All papers will be of 3 hours' duration, and carry the same number of marks. In each paper candidates will answer a compulsory source-based question (Section A), and three essay questions from a choice of seven questions (Section B).Candidates will answer four essays from a choice of ten. Source-Based Questions are on the Treaty of Waitangi	Know your own nation's history first	3 hours	25 marks for source interpretation and 75 marks for three essays (25 each)

Costs CIE exam fees apply and are currently \$150 for this course.

**General Certificate of Education (International) Syllabus
Advanced Level and Advanced Subsidiary Level
HISTORY 9697**

New Zealand History 1800-1900 Syllabus

The paper focuses on key developments that shaped New Zealand history in the nineteenth century

The key developments will be studied in the light of the following themes:

- Maori and Pakeha Relations
- Economic Development
- Government and Politics
- Migration and Demographic Change
- Social Organization and Issues

3 essays from these themes, worth 25 marks each.

Source-Based Study: The Treaty of Waitangi 1830-1843 – 25 Marks

In this study students will develop an understanding of growing official British involvement in New Zealand, how conditions and events in New Zealand in the period 1830-1840 led to the signing of the Treaty of Waitangi and differing Maori and Pakeha perspectives on the Treaty at the time. They will also consider immediate responses of Maori and Pakeha to the signing of the Treaty to 1843. Students should also have a sound understanding of different historical interpretations of the Treaty.

Year 12 (HIST 201)

Introduction

The study of History at Year 12 will give you a wider understanding of the forces that have shaped the world you live in. It will also enable you to develop research and presentation skills so crucial in all career paths. You will study historical sites,

documents, cartoons, DVD documentaries, films, old newspapers, maps, graphs, charts, museums and diagrams in order to give you an understanding of nineteenth and twentieth century history both in New Zealand and overseas. You will communicate your understanding through a wide variety of assessment methods (outlined below).

Recommended entry requirements

This course is open to all students who have achieved in Level One History and Level One English. You don't need to have studied Year 11 History in order to do well in this course. Students who have had some difficulty at level one History or Level One English are advised to see the Head of the History Department before selecting the course. History at this level requires high levels of reading and writing.

Content

Topics:

- Examine a force in an Historical Setting – Revolution in Russia
- Leadership and Identity from this list:
 - (a) Gandhi
 - (b) Ho Chi Minh
 - (c) Lenin
 - (d) Kate Sheppard
 - (e) Wiremu Tamihana

There are three internal assessments, worth four credits.

You will also conduct research and communicate historical ideas in a print medium. You will also present historical perspectives in an audio or visual format.

Assessment

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
90465	Conduct an historical inquiry	4	I
90466	Communicate an understanding of historical ideas	4	I
90467	Examine and explain historical sources	4	E
90468	Explain the perspectives of people in an historical setting	4	I
90469	Examine a force in an historical setting	4	E
90470	Examine group or national identity in an historical setting	4	E

24 credits

Costs

Course costs include: write on notes and local field trips to historical sites. Approximately \$80

MATERIALS TECHNOLOGY

Introduction

Materials Technology has an expectation that the students will give considerable time to the documentation of their work.

Materials Technology is more involved in the technological practice of how the end product was achieved than in the end product itself.

Skills

- developing a plan of action
- designing conceptual drawings
- planning production drawings
- learning a process of ongoing production
- developing principles of construction
- using hand and power tools in the construction and finish of a product
- keeping a construction log
- recognising the effects of technology on society
- demonstrating knowledge and understanding of materials, properties and characteristics

Year 12 (TECH 201)

Materials Technology Achievement Standards Course

Recommended entry requirements

There is no prerequisite to this course but achievement in Level One Materials Technology is highly recommended.

Content

Students work on two projects through the year. Both are designed from a conceptual stage through to working drawings. The first project is designed through to working drawing stage and then a scaled model is constructed. The students are required to recognize key factors, develop a solution, explain the key stages of production and then estimate major resource requirements and costs. The second project is a 'one off' solution. The students have to design the project from concept through to working drawings, before construction is started. They are required to document a detailed 'Plan of Action' before and during the construction. This will be the major project for the year and will be worth 15 credits. Students are required to do assignments to demonstrate knowledge of materials and their properties, characteristics and uses, as well as assignments on technological operating practices and production processes.

Assessment

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
90343	Develop and model a conceptual design in Materials Technology	6	I
90350	Develop and implement a one-off solution in Materials Technology	6	I
90352	Develop a means for multi unit	6	I

	production of a technological outcome.		
90372	Demonstrate skills in materials technology	4	1

22 Credits

The current achievement standards for Materials Technology are under review and may change slightly in their content and credit value.

Costs

Costs of materials used in the production of two take home projects, depending on what the students design.

Year 12 (TECH 203F)

Furniture Making Industry Based Unit Standards Course

Introduction

This course is a continuation of the Year 11 Furniture Making Course. It is one of the alternatives to the Materials Technology Achievement Standards Course. It is made up of mainly Level Two Industry Based Unit Standards one Level Three unit. This course continues to build on the skills and units that the students did in the Level 1 course. It is intended for students who have a practical aptitude and are considering a career in any of the trades.

Skills

Students will gain skills in the following areas:

- Comparison of furniture article with job specifications
- Practical skills – Use of hand and power tools
- Sketching of plans for furniture making
- Materials calculations for furniture making
- Set and operation of a bandsaw
- Set and operation of a boring machine

Content

The programme is predominantly practically based. They will complete one major project made up of 2 or 3 components. There will be some design work involved where the student will need to sketch plans for their piece of furniture and then work out cutting lists and quantities. The units are practically based, however a portion of theory and assignment work and short tests are required to reinforce the knowledge base and provide the assessment. The Unit Standards are moderated by the Forest Industry Training and Education Council.

Assessment

US	TITLE	CREDITS	LEVEL
16232	Use portable power tools	2	4
16230	Demonstrate knowledge of and use adhesives in furniture making	2	2
18917	Construct hand joints for furniture	2	3
20047	Hand turn wood to produce furniture articles	2	4
14995	Construct freehand drawings for furniture	2	2
2220	Set and operate basic boring machine	2	4

19 credits

Costs

Costs of the materials used in the production of the article of furniture the student designs and makes, approximately \$100 - \$200.

Year 12 (TECH 203E)

Engineering Industry Based Unit Standards Course

Introduction

This course is a continuation of the Year 11 Engineering Industry Based Unit Standards course. It is an alternative to the Materials Technology Achievement Standards course and provides a basic grounding for students who have a practical aptitude and are considering a career in any of the metal based trades or engineering degrees. Completion of the following Unit Standards will help go towards a Level 2 National Certificate in Mechanical Engineering.

Skills

Students will gain skills in the following areas:

- Safe working practices
- Practical skills – use and care of hand tools and power tools
- Measuring with micrometer and vernier measuring tools
- Mechanical assemble
- Shaping, cutting and fitting engineering components
- Fabrication and assembly

Recommended entry requirements

The student needs to have successfully completed the Year 11, Level One Engineering course.

Content

The programme is predominantly practically based. Students will do Industry Based unit standards type assessments with small tests, with some practically assessed. They will do one main take home project using the skills taught throughout the course and taking up the bulk of the assessment and workshop time.

SUBJECTS	US	TOPIC	CREDITS	LEVEL
Health and Safety	497	Workplace Health and Safety	3	1
	21911	Engineering Worksite Safety	1	2
Engineering Practice	4435	Engineering Measuring Equipment	3	2
	2395	Engineering Hand Tools	4	2
	4436	Engineering Marking-out Tools	4	2
	2396	Engineering Power Tools	4	2
	2387	Mechanical Component Assembly	2	2
Engineering Materials	20917	Engineering Materials	2	2

20 credits Level 2

3 credits Level 1

Costs

Costs of materials used in their take home projects – approximately \$300

Building and Construction and Allied Trade Skills

Introduction

Building Construction is a hands-on qualification. It is an innovative, practical and multi disciplinary programme for students, providing them with the skills and knowledge to springboard into any career in the construction industry. The programme is primarily workshop based rather than focusing on one trade; the programme builds skills and understanding of all trades in the industry.

It develops literacy, numeracy and communication skills and has close links to NCEA and Technology curriculum.

Skills

Students will gain skills in the following areas:

- decision making
- practical skills – use of hand and power tools
- selection and use of safety equipment
- sketching and working drawing skills
- basic furniture construction

Recommended entry requirements

Previous workshop experience is an advantage. However, the course is open to any students who feel they have a practical aptitude.

Content

Students will be expected to complete a number of practical projects throughout the year this will be coupled with a theory component to reinforce the knowledge base.

Assessment

All projects and assignments are externally moderated by the local B.C.I.T.O. (Building Construction Industry Training Organisation). We as the assessors must verify that the students:

- are competent in the practical tasks observed
- have satisfactorily completed the work sheets required
- have demonstrated sufficient knowledge to be deemed competent in the particular unit standard.

US	TOPIC	CREDITS	LEVEL	EXTERNAL/INTERNAL
24354	Demonstrate knowledge of and apply safe working practices in a B. CATS work place.	4	2	I
12927	Identify select use and maintain hand tools used for construction projects under supervision.	6	2	I
24350	Identify select use and maintain portable power tools under supervision.	6	2	I
12932	Construct timber garden furniture and items of basic construction equipment under supervision.	8	2	I

Optional for Extra Credits				
24353	Demonstrate knowledge of and create sketches and drawing for basic construction projects.	6	2	1

24 Credits

30 Credits with US24353

Costs Depending on the students take home project.

MATHEMATICS

Introduction

“Mathematics is often erroneously referred to as the science of common sense. Actually, it may transcend common sense and go beyond either imagination or intuition. It has become a very strange and perhaps frightening subject from the ordinary point of view, but anyone who penetrates into it will find a veritable fairyland, a fairyland which is strange, but makes sense, if not common sense.” John Newman

Mathematics is creative as well as functional. The subject is part of our cultural heritage and deserves recognition in its own right. It helps us to understand the creative achievements of the human mind and the behaviour of the natural world. It contributes to the aesthetic area of experience by developing a sense of order, fostering an appreciation of shape and symmetry, and by providing the opportunities to search for an elegant solution to a problem. Problem solving is at the heart of mathematics and students are encouraged to be creative when they find their own solutions and formulate their own problems. Relationships between different aspects of the subject may be used to help stimulate curiosity and interest in the subject.

The fascination of mathematics and the appeal it has for many children and adults provides yet another reason for teaching the subject. This fascination may not be the same for all, but many are stimulated by the challenge of certain problems and can experience enjoyment and a sense of achievement in being able to solve them. A student's response to such challenges has implications for his or her own personal development.

Apart from the development of strictly mathematical skills, mathematics requires neatness and accuracy, clear logical thinking and precise and concise expression both verbally and on paper. These are valuable personal skills that help to prepare students for the world of work and take up a place in society.

Mathematics eventually reaches domains of greater and greater abstraction to a level that finally very few are able, or need to reach. However, it is a subject that can, and should, be learnt and enjoyed by all at whatever level is appropriate to them. Mathematics is taught in schools in order to provide this opportunity, and the mathematics courses that we offer here at St. Paul's are designed to meet these needs.

Year 12 AS Level Maths (Cambridge International Exams)

Cambridge International AS Level Mathematics builds on the skills acquired at IGCSE or NCEA level 1. Students opting for this course need a B or higher in the Extended papers at IGCSE or gaining the majority of Merit or higher at NCEA level 1 in the external examinations or at the discretion of the HOD of Mathematics.

The syllabus for AS level mathematics comprises of the unit of Pure Mathematics (P1) and the unit of Probability and Statistics (S1). These two units P1 and S1 are required for A level and the additional units of P3 and S2 are taken in year 13 to complete A Level in Mathematics.

Below is a table summarising the above information:

Certification Title	Units	Examination
AS Level Mathematics	Pure mathematics P1	Paper 1 Examination 1 ¾ hrs
	Probability and Statistics S1	Paper 6 Examination 1 ¼ hrs
A Level Mathematics	Pure mathematics P3	Paper 3 Examination 1 ¾ hrs
	Probability and Statistics S2	Paper 7 Examination 1 ¼ hrs

Question papers

There will be no choices of question in any papers. Each question paper will contain both shorter and longer questions, and the questions will be arranged in the question paper in order of increasingly mark allocation.

It is expected that candidates will have a calculator with standard ‘scientific’ functions available for use in the examination. Computers and calculators capable of algebraic manipulation, are not permitted.

A list of formulae and tables are given.

Below is a summary of all the topics being covered at AS level.

Pure mathematics P1 (Paper 1)	Probability and Statistics S1 (Paper 6)
Quadratics	Representation of data
Functions	Permutations and combinations
Coordinate Geometry	Probability
Circular Measure	Discrete random variables
Trigonometry	The normal Distribution
Vectors	
Series	
Differentiation	
Integration	

Cost

CIE exams fee apply and are currently \$100 for this course.

“Mathematics is not there until we put it there.”

Arthur Eddington

Introduction

This course introduces skills essential to later study within and beyond school. A qualification in Mathematics is an essential requirement for many tertiary courses. The basic content listed below will be covered in the course of the year. Assessment will be geared to the needs of the respective classes, with some US topics replacing AS assessments, or additional topics from the elective list being incorporated into the course.

Recommended entry requirements:

The 201 course assumes confidence with most aspects of the Mathematics 101 course and it is recommended that students have achieved a grade point average of at least 55 at Level One Mathematics. Additionally, a merit grade in the two algebra Achievement Standards (90147 and 90148) would be highly desirable. Students must be aware that the course is challenging, with many new concepts that will need to be assimilated in a short period of time.

Content

- algebra
- elementary calculus
- functions
- statistics and probability
- trigonometry
- graphs

Assessment

AS	TOPICS	CREDITS	EXTERNAL/INTERNAL
90284	Manipulate algebraic expressions and solve equations	4	E
90285	Draw straightforward non-linear graphs	3	E
90286	Find and use straightforward derivatives and integrals	4	E
90287	Solve problems using a coordinate geometry method	2	E
90288	Select a sample and make inferences from the data	3	I
90289	Simulate probability situations, and apply the normal distribution	2	I
90292	Solve straightforward trigonometry equations	2	E
ELECTIVE STANDARDS			
90637	Solve problems and equations involving trigonometric functions	4	I – Level 3
90291	Solve practical trigonometry problems	2	I
US 5245	Solve coordinate geometry problems	2	I
US 5246	Manipulate algebraic expressions and use algebraic methods to solve problems	4	I
US 5248	Use sequences and series to solve problems	2	I

US 5253	Sketch and describe graphs	3	I
US 5260	Find and use derivatives to solve problems involving rates of change	2	I
US 5261	Find and use integrals to solve problems	2	I
US 7564	Plan, carry out and report on a statistical investigation into a given area.	3	I

18 - 24 credits

Cost

Students will be expected to purchase a workbook costing approximately \$25. A CASIO fx-9750G PLUS graphical calculator is required for this course.

Year 12 Mathematics (MATH 202)

Introduction

This course allows students to continue studying Mathematics after their 101 or 102 course. It is not a suitable foundation course for the Level Three Calculus or the Level Three Statistics and Modelling courses. This course is entirely internally assessed. Topics to be covered will be selected from the standards listed. A minimum of 16 credits will be covered and assessed during the course of the year.

Recommended entry requirements

Successful completion of the Mathematics 102 course is highly desirable, or by teacher recommendation.

Content

- statistics and probability
- non linear graphs
- elementary calculus
- trigonometry
- sequences and series
- co-ordinate geometry

Assessment

AS	TOPIC	CREDITS	INTERNAL/EXTERNAL
90288	Select a sample and make inferences from the data	3	I
90289	Simulate probability situations, and apply the normal distribution	2	I
90291	Solve practical trigonometric problems	2	I
US	TOPIC	CREDITS	INTERNAL/EXTERNAL
5244	Demonstrate calculus skills	2	I
5245	Solve coordinate geometry problems	2	I
5248	Use sequences and series to solve problems	2	I
5249	Use networks to find optimal solutions to problems in geometry	2	I
5253	Draw and describe non linear graphs	3	I

16 – 20 credits

Costs Students will be expected to purchase a workbook costing approximately \$25. A CASIO fx9750 PLUS calculator is required for this course.

MEDIA STUDIES

Introduction

As a subject Media Studies recognises the fact that, we live in a media rich age, where a large proportion of our lives are driven or at least influenced by the Media. In 2009 the Media section of the Media/classics course will concentrate on the medium of film.

Year 12 *Refer to Classical Studies information*

MUSIC

Introduction

If you have an interest in music and feel the need to broaden your horizons, if you would like to refine your existing skills, if you like singing or playing an instrument, you will find the Music courses in Years 11, 12 and 13 attractive. If you have made up some of your own music, you will find you can use this in your course work.

Music courses allow a refreshing change from your everyday academic subjects. Music can change the mood of your daily life. You will learn how to write down what you have composed. You will learn how to structure and work out your own original pieces. You can record your compositions on multi-track and make a CD. Around two thirds of the grades in Music are generated from performance and composition. Some theory and aural work are incorporated and the classes are small.

The courses assume that the student is proficient on at least one instrument. It is essential that anyone opting for Music in Years 11, 12 and 13 should be receiving regular individual tuition and practising daily as the performance portion of each course is high. There is also a significant amount of composition and aural work. Courses at all levels deal with music of a wide range of styles and are courses in 'music', not in any particular style of music.

Skills

- performing
- writing
- reading
- listening
- interpreting and understanding music

Year 12 **(MUSC 201)**

Introduction

This course extends and develops the practical skills and the understanding of musical materials acquired in Year 11. The art of adding appropriate harmonies to given material is also introduced.

Recommended entry requirements

Students choosing this course must have had continuous instrumental tuition in the past three years and have taken Year 11 Music, or be able to demonstrate that they have equal knowledge and skill to someone who has.

Content

- solo and group performance
- composition, aural skills
- materials of music (through the study of written scores)
- musical knowledge (through the study of specific works)

Assessment

AS	TOPIC	CREDITS	EXTERNAL /INTERNAL
90264	Present contrasting performances as a featured soloist	5	I
90265	Present a music performance as a member of a group	2	I
90266	Compose effective pieces of music	5	I
90267	Create an instrumentation	2	I
90268	Identify, describe and transcribe elements of music through listening to a range of music	3	E
90269	Demonstrate an understanding of the materials and processes of music in a range of scores	2	E
90270	Demonstrate knowledge and understanding of music works	5	I

24 credits

Costs

Instrumental tuition fees - approximately \$150 per term (through school) or you may learn privately, outside of school.

PHYSICAL EDUCATION

Introduction

In today's world of increasing leisure time and the need for qualified people to keep our society healthy and fit, it is even more important for students to look at following a course of study that can meet these needs.

The Advanced Physical Education courses offer students the opportunity to study the ways in which the human body can function more efficiently, design personal programmes to suit their own lifestyles, learn to coach others, assist others in physical danger, examine current issues in sport and recreation and perform physical skills to the best of their ability.

Introduction

This course is completely internally assessed and offers Achievement and Unit Standards worth 26 credits. There is no specific pre-requisite, however the Year 11 PHED IGCSE course introduces many of the concepts applied in the Year 12 course.

Content

- Performance in physical activity
- Sports psychology
- Principles of skill learning
- Functional anatomy, exercise physiology and biomechanics
- Principles of training

Assessment

AS/US	TOPIC	CREDITS	EXTERNAL/INTERNAL
AS 90433	Describe how functional anatomy and biomechanical principles relate to performing physical activity.	4	I
US 12543	Apply knowledge of exercise physiology to physical activity	3	I
AS 90434	Examine the principles and methods of training and apply these to participation in physical activity	3	I
AS 90436	Perform a physical activity to meet the Phys Ed Performance Standards for Level 2.	4	I
AS 90439	Demonstrate knowledge of safety issues and apply safety management procedures in a physical activity.	2	I
US 12533	Demonstrate knowledge and skills in an individual sport	4	I
US 13352	Participate in outdoor pursuit activity.	3	I

26 credits

Costs

Visits, Beach stay - Equipment hire	\$120
Camp/Tramp	\$80

PHYSICS

Introduction

Physics is a fundamental science because its principles have provided the foundation for many other areas of science and it also underpins most of the technology we use in our daily lives. Physics can be defined as the study of matter, energy and the relationship between the two. Put more simply, it is about how and why things work as they do.

The topics studied in physics are vast and can range from sub-atomic particles and mechanics to light, electronics and astronomy. Whatever is being studied there are some common attributes and skills that any student of physics needs:

- curiosity and imagination
- an appreciation of the impact and importance of physics in our lives
- analytical and problem solving skills
- an enjoyment and ability in practical investigations
- an enjoyment and ability in solving graphical and mathematical problems

Physics is sometimes perceived as an inherently 'difficult subject' but the overall results we have achieved indicate that this subject is as accessible as any other subject. Success in any area is mostly a question of attitude and effort.

Year 12 (PHYS 201)

Recommended entry requirements

Completion of the Year 11 programme is beneficial but not essential. Some Year 11 topics are reintroduced and extended while many new topics are explored as well.

Content

- vectors
- force
- momentum
- circular motion
- optics
- electricity
- nuclear physics
- linear motion
- torque
- energy
- projectiles
- waves
- magnetism

Assessment

AS	TOPIC	CREDITS	EXTERNAL/ INTERNAL
90252	Collect and analyse data	4	I
90254	Waves	4	E
90255	Mechanics	6	E
90256	Atoms and radioactivity	2	E
90257	Electricity and electromagnetism	5	E
90258	Integrated nature of Physics	3	I

24 credits

Costs

A write-on student workbook (approximately \$20) covering the external achievement standards.

RELIGIOUS EDUCATION

“I have a commitment to providing the St Paul’s community with a first class product, which whilst retaining what is good from the past, blends worthwhile innovations from a constantly changing world.”

Mr Greg Fenton Headmaster – 2001

The scheme of work for Religious Education at St Paul’s Collegiate School reflects this commitment expressed by Mr Fenton.

Religious Education is part of the special character of St Paul’s Collegiate School and is primarily but not exclusively, a study of the Christian faith from a distinctive but, again, not exclusively, Anglican perspective. In Religious Education students learn about and from religion but are not taught to be religious – the Religious Education classroom experience is quite distinctive from the Chapel Programme.

Underlying concepts

Classroom Religious Education helps young people to learn how to think carefully about religion and religious issues, to become aware of the influence of religion in culture and in their own lives, and to be in a better position for making informed choices and decisions about faith and commitment.

Religious Education has a special role in the teaching of attitudes and values. The teaching of Christian morals and ethics within a Religious Education programme has always been of paramount importance at St Paul’s Collegiate School because of the Christian foundation of the school.

Young people are engaged in a search for identity, trying to find out who they are, what they believe in and what they value. Part of this search is the quest for religious identity. In Religious Education we respect the student’s freedom and need to question, to search, to postpone commitment and indeed even to reject.

Aims

Religious Education aims to deepen young people’s knowledge, understanding and appreciation of the Christian faith tradition, of other religions and of contemporary religious issues.

Religious Education is thus specially concerned with informing young people about religion so that they will be in a better position to assess what religion and personal faith might contribute to their lives. In this way, Religious Education will foster the growth and maturation of young people’s personal faith.

In addition to becoming more familiar with their own religious traditions, students will become more knowledgeable of other religions and of non-religious world views which are represented in their bi-cultural/multi-cultural, multi-faith society.

By engaging with topics that relate to personal development and contemporary social issues, religious education will help young people deepen their self knowledge and become more critically aware of issues which affect the quality of their own lives and the lives of others.

All Year 12 students (except those who do six subjects) are expected to participate in the Religious Education course.

Religious Education Curriculum Overview

Year 12

Introductions – you & RE	Making a Difference (1)	Making a Difference (2)	Current Events
The Philosophy of religion - arguments about God Christian Ethics & Morality – an introduction.	Learning from those who have sought to make our world a better place	Theory into action: How can we make this world a better place.	Film Study

SCIENCE

Introduction

Science and technology are major influences in many aspects of our daily lives at work, at play and at home. Our dependence on science and technology demands a high level of scientific literacy for all New Zealanders and requires a comprehensive science education for all students, not just those who will have careers in science and technology.

The aims of the Science Curriculum include:

- developing knowledge and understanding of the living, material and technological components of the environment
- developing skills for investigating
- developing attitudes on which scientific investigation depends
- promoting science as an activity carried out by all people as part of their everyday lives
- assisting students to use scientific knowledge and skills to make decisions about the usefulness and worth of ideas
- nurturing scientific talent to ensure a future scientific community
- developing students' interest and understanding of the knowledge and processes of science which form the basis of many intended careers

Skills

- focussing and planning
- information gathering
- carrying out an investigation
- processing and interpreting
- problem solving
- common study skills

Introduction

This course is designed to provide students with a wide variety of Science skills and learning experiences. The linking of Science concepts to applications is the focus of this course. For example, students will investigate the principles and application of light in technology. They will learn about factors that have influenced the evolution of NZ plants and animals, as well as future conservation efforts.

Recommended entry requirements

16 credits in any Level One Science Achievement Standard course. These can be accumulated from Biology, Physics, Chemistry or Science.

Contents

- Practical investigation
- NZ geological history
- Consumer product acid analysis
- Applications of light in technology
- Evolution of NZ plants and animals
- Scientific research skills

Assessment

AS	TOPIC	CREDITS	EXTERNAL/INTERNAL
90312	Carry out a scientific practical investigation with supervision	4	I
90767	Describe New Zealand's geological history	3	E
90768	Use physics concepts and principles to describe the behaviour of light	4	E
90771	Research information to present a scientific report	4	I
US 8925	Investigate diversity in animals	3	I
US 8926	Investigate diversity in plants	3	I
US 8940	Carry out an acid-base volumetric analysis	3	I
US 8937	Describe the nature and use of organic fuels	3	I

27 credits

Costs Day trip to Rotorua \$60

TOURISM

Introduction

This course has been designed to introduce the student to the dynamic growth industry of Tourism. Students will work towards gaining their National Certificate in Tourism (a nationally recognised tourism qualification) as well as accumulating the individual Unit Standards.

The Certificate is a two year course with each unit standard testing a specific skill or knowledge component required by the tourism and travel industry.

During the year students will learn about popular tourist destinations and where they are located. They will look at the type of work roles found in tourism as well as the overall business structure of this industry. Finally they will learn about the many tourist destinations within New Zealand as they look in depth at the geography and attractions that can be found in the various regions and cities.

To reinforce the work on NZ destinations an overnight field trip is held in Rotorua so that students can experience the cultural attractions provided here. We will also utilise Waitomo to look at a natural attraction and the impacts the tourist industry has on a small community.

It is a requirement of the National Certificate of Tourism that students now gain 8 credits in numeracy at Level 1. This will be done throughout the year in their normal math classes.

Year 12 (TOUR 203)

Assessment

In the first year, students will be required to complete the following unit standards:

US	TOPIC	CREDITS	LEVEL
18231	Identify work roles in tourism and their related personal requirements	3	2
18232	Read and write in English for the tourism and travel industry	3	2
18233	Communicate with one person in English for the tourism and travel industry.	2	2
18234	Demonstrate knowledge of world travel geography outside New Zealand	4	2
18237	Perform calculations for the tourism and travel industry	2	2
18236	Demonstrate knowledge of New Zealand as a tourist destination	2	2
9719	Demonstrate knowledge of tourism as a economic, socio-cultural and physical process	6	2

22 credits

Costs

- Overnight fieldtrip to Rotorua – approximately \$150
- Waitomo field trip – approximately \$150

TRANSITION

Introduction

Students who are not entering for a full Level Three course will benefit from taking this course. Students are given supervised workplace experience for a portion of the year.

Skills

- planning and presentation
- interviewing
- research
- literacy
- health and safety

Note: Every student who applies for Transition must complete a separate application form, obtainable from the Assistant Principal, the Career Planner or Housemaster. As part of this process, students discuss and negotiate this option with their Parents/Guardians, Housemaster, and the Career Planner, and obtain their Parents'/Guardians' written permission.

It is envisaged that most students who enrol for transition will do so for one year only. It may be Year 12 or 13, but is likely to be their final year of schooling.

Year 12 (TRAN 203)

Year 12 Transition is a one year course which includes work experience. The course is assessed by Unit Standards and for work experience, by workplace reports. Approval for entry to Transition is granted by the Assistant Principal, in consultation with Parents/Guardians, Housemaster, and the Career Planner. It is intended for Year 12 students in their final year of schooling.

Content

- prepare a CV, and other means of 'selling' oneself
- put together a plan to find work/your best training course
- handle oneself effectively at job interviews
- locate useful information about possible career paths/occupations
- complete application forms, and write a covering letter
- budget and plan your finances, and find suitable accommodation
- fit in with an employer's requirements for punctuality/tidiness etc

Assessment

US	TOPIC	CREDITS	EXTERNAL/ INTERNAL	LEVEL
496	Manage personal wellness	2	I	1
504	Produce a C.V.	2	I	1
1978	Identify basic employment rights and responsibilities, and sources of information and assistance	2	I	1
10781	Produce a plan for own future directions	3	I	2

7123	Demonstrate knowledge of problem solving and apply a problem solving technique to a problem	2	1	2
12354	Describe implications of independent living, including renting and flatting	4	1	2
10780	Work placement	2	1	1
12355	Demonstrate knowledge of stress and ways of dealing with it.	2	1	2

19 credits

All units are internally assessed and you have the opportunity to obtain 19 credits on the NQF.

Costs Transport to and from workplace.

GLOSSARY

Achieved	Student's work meets the requirements of the Achievement Standard
AS	Achievement Standard. Criteria for assessing a student's performance. Awards may be: Achieved, Merit or Excellence. They are either internally or externally assessed.
Credits	Points which go towards an NCEA Qualification
ESOL	English as a second language
Excellence	Student's work meets the requirements of the Achievement Standard at an excellence level
External assessment	Assessment conducted by an external agency such as NZQA
CIE	Cambridge International Examination
IGCSE	Year 11 International General Certificate of Secondary Education
AS Level	Year 12 Advanced Subsidiary Level Cambridge International Examination
Internal assessment	Assessment conducted by the St Paul's staff at St Paul's during the course of the year
Level One	Studies conducted usually during Year Eleven
Level Two	Studies conducted usually during Year Twelve
Level Three	Studies conducted usually during Year Thirteen
Merit	Student's work meets the requirements of the Achievement Standard at a merit level
NCEA	National Certificate of Educational Achievement
Not Achieved	Student's work does not meet the requirements of the Achievement Standard
NQF	National Qualifications Framework
NSI Number	A number allocated to every student sitting any recognized NZQA qualification. This unique number remains with the student throughout their studying life.
NZQA	New Zealand Qualifications Authority
Record of learning	A file held by NZQA and issued to the student annually recording every grade achieved in assessments
Scholarship	Additional examinations for academic high achievers. No longer has any credit value, but has monetary rewards.
Standards based assessment	A form of assessment in which a student's performance is measured against specified pre-nominated criteria
US	Unit Standard. Similar to Achievement Standard but no Merit or Excellence awards are made. All are internal.